DOCUMENT RESUME

ED 375 908 JC 940 626

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TITLE Partnering for Diversity. Final Report.
PUB DATE 28 Jul 94
NOTE 8p.; Revised version of a paper presented at the Annual Collaborative Conference of the California Community Colleges (3rd, San Jose, CA, April 13-15, 1994).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Colleges; *Diversity (Institutional); *Faculty Recruitment; Labor Turnover; *Leadership Training; *Mentors; *Minority Groups; Program Descriptions; Program Implementation; *Teacher Workshops; Two Year Colleges
IDENTIFIERS Cerritos College CA; Partnering for Diversity CA

ABSTRACT

To increase the diversity and retention levels of underrepresented faculty and staff, Cerritos College implemented the Partnering for Diversity program. Specifically, the program sought to: increase participation of underrepresented employees in positions of leadership; increase the diverse applicant pool for tenure track position by mentoring underrepresented graduate students; develop campus policies and procedures based on outcomes achieved; evaluate program activities for effectiveness; and disseminate the results of the project. The program consisted of two tracks: Track 1 was designed to increase retention by creating career paths and Track 2 to recruit graduate teaching students at local universities to teach at Cerritos under the mentorship of faculty. Specific steps taken to achieve program objectives included the following: (1) the development of 1-day leadership skills workshops and a project to allow participants to observe managers at work; (2) 10 university teaching students have worked with Cerritos teachers to date, of whom 4 have received part-time positions; and (3) the workshops have been evaluated by participants, while the university teaching students were evaluated by students and their mentors. In addition, policy and procedure statements are currently being developed and dissemination is expected to take place via the college's gopher site, a host for the California State-Wide Information Server. (KP)

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Partnering For Diversity

Final Report

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7/28/94

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Cerritos College: Partnering for Diversity
Final Report

Purpose of the Project

Cerritos College's "Partnering for Diversity" program sprang from the need to increase the numbers of underrepresented (defined for the purposes of the grant as Blacks, Hispanics, American Indian/Alaskan Natives, Asian/Pacific Islanders, women, and the disabled) professional staff, as well as the need to improve recruitment and retention of underrepresented faculty and staff at the College. With Cerritos College's service area being one of the most ethnically diverse in the nation and our student body reflecting this ethnic makeup, we knew that it was imperative that we provide these students with a faculty and support staff that reflected this community. These are a local and statewide issues that need to be addressed if the community college system is to remain viable. To this end, the Cerritos College developed a program containing a number of recruitment, retention, promotion, and mentoring mechanisms to help bring about the changes necessary to achieve our ultimate goal of increased faculty and staff diversity.

(2) Specific Benefit Anticipated and Achieved

The long-range goal of the Cerritos College "Partnering for Diversity" project was to increase the diversity and retention levels of underrepresented faculty and staff at the College. The objectives for our proposed program were: 1) to increase the participation of present employees, who are members of underrepresented groups, in positions of leadership through a series of "how-to"/leadership skill workshops and job shadowing experiences; 2) to increase the diverse applicant pool for tenure track positions by mentoring graduate students from underrepresented groups; 3) to develop and disseminate campus policies and procedures based on the outcomes achieved in our Upward Mobility/Cross Training and Mentoring tracks; 4) to evaluate the program activities formatively and summatively to determine their effectiveness in increasing diversity levels and underrepresented staff retention; and 5) to disseminate the results of this project on a local and statewide level.

It was anticipated that this program would result in: implementation of a series of leadership workshops tailored to the concerns of underrepresented employees, increased avenues of advancement for minority staff on campus, increased numbers of diverse applicants in statewide and regional applicant pools, increased staff diversity

at Cerritos College, and implementation of a model mentoring program for new instructors. The program consisted of two tracks. Track 1 was designed to increase retention of new and existing underrepresented employees by creating a series of leadership workshops/professional development activities to create career paths and avenues for advancement on campus. Track 2 created a mentoring program on campus that would involve recruiting graduate teaching students from underrepresented groups in local universities and having them teach classes at Cerritos under the mentorship of participant faculty.

For the short term, we succeeded in increase in the diversity of our College staff, first by retaining existing staff through leadership training and increased career opportunities on campus, and second, by recruiting new underrepresented instructors through our mentoring activities. In the long-term, we hope that these changes will increase our effectiveness in meeting the multiple needs of our diverse student body.

(3) Manner in which it can be adapted by the field at large.

This program was designed to be used as a model with statewide application, for the issues addressed are not only pertinent to Cerritos, but for the California Community Colleges as well. Other districts wishing to improve staff diversity should be able to use the activities undertaken in this program as models, tailoring them to the needs of their own campus communities and the communities they serve.

To facilitate project replication, a "how to" document will be published and disseminated upon project completion to instruct other districts on the policies and procedures of the project, operational details, evaluations, as well as what did and did not work. Because Cerritos College was granted a six-month extension of this program, this document is in the process of being completed. Upon completion, it will be available via hard copy upon request, and electronically via the College's Statewide Gopher server.

(4) Specific steps taken to achieve project objectives.

The first objective of the program was to increase participation of current underrepresented employees in positions of leadership through a series of how-to/leadership skill workshops and job shadowing experiences. To achieve this objective, a series of one-day leadership skill workshops were developed. Consultants and facilitators for the workshops were selected for participation.

Participants were selected from among underrepresented campus employees on the basis of criteria stated in their applications. Materials for the workshops were produced throughout the course of the project and are available on request. Workshops piloted included: "Establishing and Achieving Goals," "Budget Development and Management at the Community College," "Human Relations Skills," "Chairing and Facilitating Meetings "Understanding the Organization," "Dealing With the Unwritten Rules," and "The Logistics of Moving On." Participants also completed a management project under the supervision of a participating manager. Participants were matched with managers based on mutual agreement and type of learning desired. Project participants were also provided with opportunity to "shadow" a variety of managers.

Objective 2 was to increase the diverse applicant pool for tenure track positions by mentoring graduate students from underrepresented groups. In order to achieve this objective it was planned that instructors be granted released time for participating. This was a planned College match, and turned out to be prohibitively expensive. Instead, participating instructors donated their time to the project, which represents a significant in-kind match from the District. Potential participant students were identified by points of contact at each participating university. These points of contact distributed applications to potential participants. Applications from interested students were reviewed, and applicants were interviewed to determine their qualifications and suitability for participation. Participants were chosen by the interviewing committee. Mentees were then matched with mentors in appropriate disciplines. A contract between each mentor and mentee was developed delineating the rights and responsibilities of each party. Each mentee was assigned to no more than one 3 TU class each semester. Originally, it was planned to have the mentee serve as the teacher of record. However, since no released time was granted to the mentors, it was decided that the mentor would remain the teacher of record, while the mentee taught the class with the mentor observing in the classroom. Since the mentees brought varying degrees of classroom readiness to the program, the constant observation of the mentors in the classroom proved useful. Throughout the semester mentees produced course designs, syllabi, classroom materials. The mentors and mentees met on a weekly basis to discuss problems and issues related to both pedagogy and content. Mentees received feedback on their performance from mentors and student evaluations. Mentees were given the opportunity to attend workshops on

Classroom Assessment Techniques (CATs), KOLB Learning Styles Assessment, and Cooperative Learning (CL). Throughout the semester, mentors were responsible for classroom observation, reviewing classroom material, and campus orientations. Project Co-Directors met with mentors and mentees to determine whether contract criteria had been met. Mentees provided mentors with copies of lesson plans, handouts, and tests. To date, of the 10 viable mentees participating in this initial year, four have received part-time teaching jobs at Cerritos College.

The third project objective was to develop and disseminate campus policies and procedures based on the outcomes achieved in our Upward Mobility/Cross Training and Mentoring track. To achieve this objective, policy and procedure statements based on project outcomes and activities are being completed. Due to the project's six month extension, these documents are still being completed. Upon completion, they will be reviewed by the Project Advisory Committee and suggested changes will be incorporated. Policies will be disseminated throughout campus. Policies and operations to date have been disseminated statewide at the General Conference.

The fourth program objective was to evaluate the program activities formatively and summatively to determine their effectiveness in increasing diversity levels and underrepresented staff retention. The Track 2 mentees were evaluated through the semester by their students using CATs. Mentees were also evaluated by their mentors throughout the semester. Mentees evaluated the mentoring program throughout the semester in such areas as mentor effectiveness and effectiveness of training. In Track 1, participants evaluated workshop content and form at the end of each workshop. Managers who supervised participants in a management project provided feedback and evaluations of project completion as well as management potential. Comments from both tracks are currently being analyzed and changes to the program form and content will be made where appropriate.

The final project objective was to disseminate the results of this project on a local and statewide level. This activity is ongoing. Originally, a brochure was planned regarding the details of the program operations and outcomes, and was to be disseminated to community colleges, state universities, local feeder schools, and to administrative and division offices on campus. A recruitment brochure was in fact produced and distributed, but since the inception of this program, Cerritos College has become the statewide host site for the California State-Wide Information Server (SWIS), a Gopher server that serves the entire California Community College system.

We have chosen to take advantage of this technology and this program and to use the Gopher server as a primary means of dissemination. Hard copies of the information will also be available and distributed. A presentation was given about the "Partnering for Diversity" program at the 1994 California Community Colleges General Conference. Additional presentations were made and continue to be planned.

5) Summary of manner in which institutional commitment was achieved.

This project was undertaken with the full support of our campus Instruction, Administration, and Affirmative Action/Staff Diversity Offices. All involved parties envision this program as an important step in improving service to our students and our community. Because of the acknowledged importance of increased staff diversity to the vitality of our College, the activities enumerated herein are being institutionalized as a part of normal College operations. To this end, our Staff Development Committee is supporting the continuation of piloted professional development workshops as a part of their normal activities. In addition, the District has received the commitment of instructors to continue to donate their time to the mentoring program (this represents a substantial commitment).

To help ensure that this program continues beyond the limits of the grant, we have designed-in incentives for participation. As an incentive for participation in the Track 1 program, flex credit hours are being given for faculty attending the leadership skills workshops, and administrators and classified personnel will be released from their jobs to attend workshops. For the Track 2 program, mentees will continue to be paid at the adult hourly rate for an Instructional Aide II.

Results of this program are also being institutionalized by developing and ultimately distributing policies and procedures based on the activities conducted in this program as well as issuing a program handbook detailing the program outcome and operational details. Both Co-Directors continue to commit their time to the project. We also continue to receive commitment from participating local four-year universities and colleges to provide mentor students.

Upon completion of this program (at the end of the six-month extension period), the dissemination of official campus policy and procedures based on project goals which are currently in being completed will represent a further step towards institutionalizing the project activities.

(6) Attachments particularly relevant to the project which can be reproduced.

Upon completion of the policy and procedures document currently being completed, copies will be available both in hard copy form, and via electronic mail and Gopher.